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Passive to Interactive:

Engaging Pre-sessional Students



Working Together

- **Pre-sessional Academic Manager**
Anne Chatterton
- **Chinese Student Liaison Officer**
Ellis Ngui
- **Pre-sessional Librarian**
Monna Rizvi
- **Business Librarian**
Jamie Halstead



Anne Chatterton

Pre-sessional Academic Manager

What is the purpose of a Pre-sessional course?

A bridge between A level/HND/school studies and HE

3 main goals:

1. To improve English
2. To develop Study Skills (leading to students becoming independent learners)
3. To introduce students to UK and academic culture

Pre-sessional Assessments

6 assessments:

- Portfolio of written work
- Read to Write exam
- Written Project
- Listening exam
- Presentation
- Seminar Skills discussion



The challenges of the mono-lingual Chinese class

- Students speaking L1 inside and outside of class
- Students want to be led by the teacher
- Students relying on other sources eg; essay mills

The opportunities of the mono-lingual Chinese class

- Use the university as a tool – SLAs, sports facilities, local library, book club
- Training the student – using what they are familiar with, restructuring the classes
- Not banning, but teaching good habits

Chinese Student Liaison Officer Ellis Ngui

Confucius'

Philosophy of Learning

... can be summarized as “effortful learning, behavioural reform, pragmatic learning, acquisition of essential knowledge, and respectful learning”

(Tweed & Lehman, 2002. p. 91).



Case Study

I was invited to support in a disciplinary investigation meeting...

“What will happen to my classmate if I be honest?”

“Chinese culture teaches us not to be first or last, so that the majority prefer to wait for someone to speak first rather than make themselves the first one to try”

Jin & Cortazzi, 2011

Chinese Quotes

**“The big tree catches
the wind”
大树招风**



**If you are the leading
bird you will be the
first to be shot down”
枪打出头鸟**



Monna Rizvi

Service Development Liaison Librarian

Educational background

Competitive



<http://www.businessinsider.com/24-stunning-photos-of-chinas-college-entrance-exams-2014-6?IR=T>

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Stressful

Re-designing the Library Induction

Students have to move around the classroom and speak to each other!

Write a comment or reply to a post on www.mdxenglish.com

Team quiz – each student asks a question of the other team



Questions, questions...

What do you think?

On the Post-it notes write down:

- 1 thing you enjoyed today**
- 1 thing you learnt**
- 1 question**




Your Librarian is:

Monna Rizvi
m.rizvi@mdx.ac.uk

Harnessing the competition

Activity

**Middlesex University**

[Home](#) [My courses](#) [Study Resources](#) [Turnitin Help](#) [myUniHub](#) [Help](#)

Home » 2014-15 Pre-sessional Library Support

[Unit 1: Welcome and Introduction](#) Quizzes: 2

[Unit 2: Research Skills](#) OU blogs: 4

[Unit 3: Keywords and Evaluation](#)

[Unit 4: Referencing Skills](#)


[Unit 5: Living and studying in London](#)

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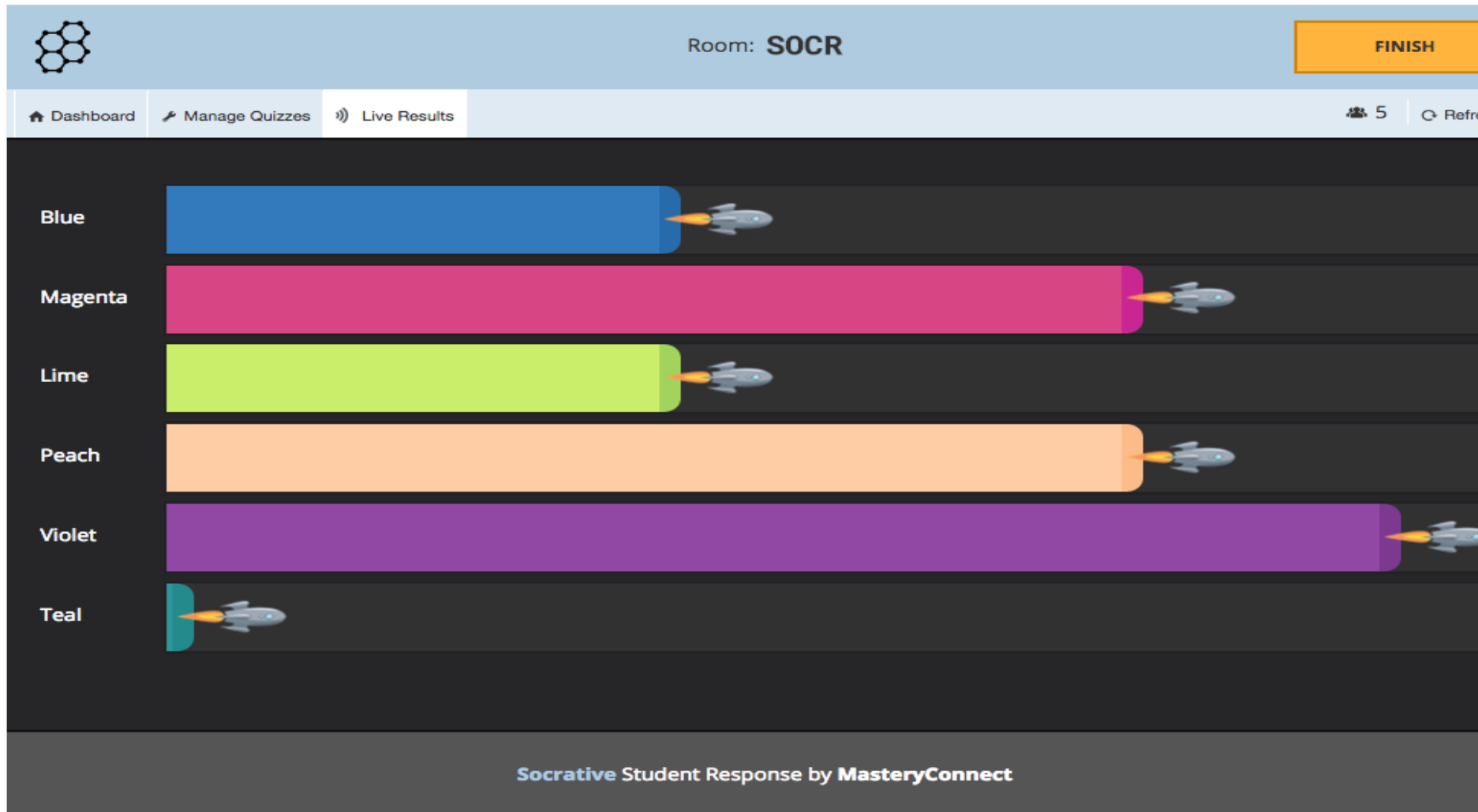
[Pre-sessional Library Support » Badges » Course badges](#)

Pre-sessional Library Support: Badges

Number of badges available: 12

Image	Name	Description	Criteria
	Unit 1 Blog 1	I have left a reply / comment on the Pre-sessional Blog	Users are awarded this badge when they complete the following requirement: <ul style="list-style-type: none">This badge has to be awarded by a user with the following role:<ul style="list-style-type: none">Teacher

Harnessing the competition



www.socrative.com

Safety in numbers

When finished you will have 5 sets of:

1X Resource



1X Definition



1 X Good for.....



1 X Not so good for.....



Safety online

Question 4 of 7 ▼ Point Value: 10 | Total Points: 0 out of 70

Here is a reference for a web page:

Middlesex University, (n.d). Library Subject Guides: Referencing & Plagiarism. [online]. Available from: <http://libguides.mdx.ac.uk/plagiarismreferencing>. [Accessed 10 November 2014]

Match the items on the left with the items on the right

Organisation / Name	http://libguides.mdx.ac.uk/plagiarismreferencing
Web page title	10 November 2014
Date of access	Library Subject Guides: Referencing & Plagiarism

Submit

Question 7 of 7 ▼ Point Value: 10 | Total Points: 0 out of 70

Drag the words and drop them to the appropriate places

1. Plan your [] carefully so that you don't have to create the leaflet at the last [] .

2. Take care to make [] in your own [] ,not copying from the source.

3. Keep a [] of all the sources you use (e.g. author, date, publisher, title, page numbers)

4. Make sure your in-text [] are all in the list of []

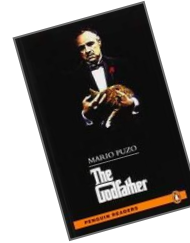
minute record notes work citations references words

www.ispringsolutions.com

Critical analysis

Reading group titles include the following graded readers:

- Frankenstein
- The Godfather
- England



(The Term Note provides the University's standard formatting for Harvard. This may be slightly different to the Harvard format(s) that you find elsewhere – for example from Summon.



Literature search

Cite Them Right

Electronic books (eBooks)

Fernie, J., Fernie, S. & Moore, C. (2003)
Principles of retailing. Oxford: Butterworth-Heinemann.

Card 6

Go to Cite Them Right online

- Select the **Books, Journals & Newspapers** box
- Click on the link for **Cite them Right Online**
- Find the reference format for an eBook using the tabs at the top
- Create a reference for your eBooks
- Pick up a Cite Them Right card for eBooks and another card for journal articles. Check that the reference you have created matches the format given in the example on the **Cite Them Right card**

Cite Them Right

Journal articles

Bevan, D., Corvellec, H. & Faÿ, E. (2011).
"Responsibility Beyond CSR", *Journal of Business Ethics*. 101(1) pp. 1-4.

Literature search



Conclusion

Small steps – big changes

iSpring Quiz:

<http://libguides.mdx.ac.uk/psg/ps>

Welcome to the How to Reference and Avoid
Plagiarism Quiz



Click the "Start Quiz" button to proceed

**When the students
move onto their
degree programme...**

**Jamie Halstead
Library Liaison Manager**

What have we learnt...

How can we aid communication?

- Be patient...
- Check that students understand you
- Slow down, use simple language...and offer to repeat - *“Sorry, I said that a bit fast”*
- Show an understanding...*“leading bird...”*
- Students to demonstrate an understanding
- Don't give up or pretend

Evolving...

- A collaborative approach to support
- Using familiar methods (iSpring, Socrative)
- Extra support for key assignments
- Direct library feedback provided for key assignments
- **20% improvement on 'good grades'**



